


Linkage Analysis of SKL, KI, KD, IPK, Materials, Learning Processes and Assessment Plans Includes Materials About, SKL, KI, SD, K4, KD and GPA Determination, Division of Learning Materials and Learning Plans

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Abstract

This paper aims to analyze the relationship between SKL, KI, KD, GPA, material, learning process and assessment plan including materials about SKL, KI, SD, K4, KD and GPA determination, division of learning materials and lesson plans. The development of writing materials using the literature study method from related reference sources in order to enrich the scientific treasures in analyzing the interrelationship of SKL, KI, KD, GPA, materials, learning processes and assessment plans includes materials about SKL, KI, SD, K4, KD and determination of GPA, division of learning materials and lesson plans. Based on this study, it was found that the importance of applying the linkage analysis of SKL, KI, KD, GPA, materials, learning processes and assessment plans includes materials about SKL, KI, SD, K4, KD and determination of GPA, division of learning materials and lesson plans.

A. Introduction

The preparation of lesson plans is very important for us to learn as prospective teachers or educators because knowing this can make it easier for educators to carry out learning process activities. Before entering the discussion of lesson plan preparation, it is important for us to know about the National Education Standards. The National Education Standards (SNP) in Indonesia have been regulated in Government Regulation of the Republic of Indonesia Number 57 of 2021 as amended by Government Regulation Number 4 of 2022. The national education standards include: (1) graduation competency standards, (2) content standards, (3) process standards, (4) educator education assessment standards (5) education personnel standards, (6) facilities and infrastructure standards, (7) management standards, and (8) financing standards (PSKP: Pusat Standar & Kebijakan Pendidikan, 2022).

Every level of education must have competency standards, basic competencies, and indicators because to find out what material will be learned and what goals must be achieved so that it is easy because it is directed and is a program that has been structured at school. Competency standards, basic competencies, and indicators can determine the abilities, skills and attitudes of students so that they can specifically be used to assess the achievement of learning outcomes and also serve as a benchmark for the extent of student mastery of a particular subject or subject (Sahriani et al., 2019). In achieving content standards (SI) which contain competency standards (SK) and basic competencies (KD) that must be achieved by students after going through learning at a certain level and time, so that in turn they reach the graduate competency standards (SKL) after completing learning in certain educational units completely. In order for students to achieve SK, KD, and SKL optimally, it needs to be supported by various other standards in a complete system. One of these standards is the process standard (Ergawati et al., 2023).

Educational process standards can be interpreted as a technical form that is a reference or criteria that is planned or designed in the implementation of learning. Process standards contain minimum criteria for the

learning process in primary and secondary education units throughout the jurisdiction of the Unitary State of the Republic of Indonesia. Process standards apply to education levels for primary and secondary education levels on formal pathways, both in the package system and semester credit system (Andini, 2018). Process standards include planning the learning process, implementing the learning process, assessing learning outcomes, and monitoring the learning process for the implementation of an effective and efficient learning process (Fahmi, 2021).

Process Standards can be described every teaching unit conducts learning planning (including the preparation of the Learning Implementation Plan and the preparation of the Syllabus), conducts the learning process (the learning process is organized interactively, inspiring, fun, challenging, motivating students to actively participate, and providing sufficient space for creativity, initiative and independence in accordance with the talents, interests, and physical and psychological development of students), assesses learning outcomes and supervises the learning process for the implementation of an effective and efficient learning process (Ason & Saputro, 2019).

Prospective teachers or educators must know and read the assessment standards, guidelines and procedures for preparing lesson plans that meet the standards. The preparation of lesson plans is very important to learn and understand in order to facilitate prospective teachers or educators in carrying out learning process activities and make it easier for teachers to organize the stages of learning that will be applied. The lesson plan is a guide for teachers in the learning process activities (Fitria, 2019).

Therefore, this article is prepared to discuss the analysis of the interrelationship of SKL, KI, KD, GPA, material, learning process and assessment plan including materials about, SKL, KI, SD, K4, KD and GPA determination, division of learning materials and lesson plans.

B. Research Methods

This type of research is library research, which is a research procedure that examines and uses literature as a reference material and reference to obtain the necessary data or information and analyze a problem through library sources (Amirul & Haryono, 2020).

The author uses a literature study or library research intended to obtain and examine theories related to the topic and at the same time serve as a theoretical basis. The author studies and understands several views of experts, journals, books, articles related to the content of the relationship between SKL, KI, KD, GPA, materials, learning processes and assessment plans including materials about, SKL, KI, SD, K4, KD and GPA determination, division of learning materials and lesson plans.

C. Result and Discussion

a. Graduate Competency Standards

1. Definition Of Graduate Competency Standards

A learning unit is a standard of expertise that must be possessed by graduates, which includes knowledge, skills, and behavior, and is used as a guideline to calculate whether students have passed the learning unit. Graduate Competency Standards (SKL) include all competencies related to subjects or groups of subjects. The SKL has a goal to share the elements of intelligence, then knowledge, followed by good character and morality, then the skills needed to live independently and continue learning at a greater level (Mulyasa, 2013).

By using these standards, we can ensure that graduates have met the requirements needed to continue to a higher level of education or enter the world of work. For this reason, there is a need for consistency and uniformity in the use of these standards by all relevant parties, so that later students can get the maximum benefit from the education provided.

The purpose of the SKL in general secondary education is to enrich intellectual abilities, knowledge, character, good morality, and abilities in the skills needed to live independently and be able to continue to education with a higher level. These SKLs will cover the minimum competency standards and must also be achieved by students. The regulations governing these SKLs are outlined in the Regulation of the Minister of National Education of the Republic of Indonesia Number 23 of 2006 for Primary and Secondary Education units.

2. Purpose of Graduate Competency Standards

The SKLs are used as the main reference for developing content standards, process standards, educational assessment standards, educator and education personnel standards, facilities and infrastructure standards,

management standards, and financing standards. The SKLs are expected to be achieved by students after completing their study period in the education unit (Rahayaan & Reresi, 2020).

3. Scope of Graduate Competency Standards

Graduate competency standards are qualifications of graduate abilities that include attitudes, knowledge and skills of students that must be fulfilled or achieved from an education unit (Asrivi et al., 2017). The graduate competency standards for MTs are (Tables 1).

Table 1. Graduate Competency Standards for MTs

Dimensions	Ability Qualification
Attitude	Demonstrate a behavior that shows faith and devotion to God, has the character of honesty, care, responsibility, to become a lifelong learner, and maintain physical and mental health. This behavior is expected to be in accordance with a child's development in various environments such as in school, then family until later in society, also in nature, in the nation and state, then in the region.
Knowledge	Knowing the basis of a knowledge of a science, technology, art, and culture and being able to connect it to oneself, then the family, then at school, to the community and the natural environment, in the nation as well as the state, then the region.
Skills	Able to expand a skill of thinking and acting in a creative and productive way, to be critical with independence, collaborative, and communicative. Then it can continue to be developed through a scientific approach according to the material being studied in the educational environment. In addition, other learning resources can also help improve independent learning abilities.

The graduate competency standards for MA level, namely (Table 2).

Table 2. Graduate competency standards for MA level

Dimensions	Ability Qualification
Attitude	Demonstrate commitment and respect to the Almighty through actions, show a good, honest, and caring attitude towards others, take responsibility for all actions, always have a spirit of lifelong learning, and maintain physical and mental health. These attitudes and behaviors are adapted to the stage of individual development in the family environment, educational institutions, society, and the surrounding environment.
Knowledge	Have an accurate, conceptual, practical understanding, and technical, specialized, complex, and introspective thinking in the humanities, as well as in the arts, sciences, and other related professions. be able to apply this information to a variety of situations, including personal, family, educational, community-based, and environmental.
Skills	Able to demonstrate an ability in the realization of thinking and acting that is creative as well as productive, with critical and cooperative independence as well as communicative by using a methodology that has scientific value learned through sources other than formal education.

b. Core Competencies

1. Definition Of Core Competencies

According to a regulation from the Minister of Education and Culture, number 24 of 2016, core competencies in the 2013 Curriculum are abilities that students must be able and able to have at each grade level, in order to achieve the competency standards of the graduation domain. These competencies will include spiritual attitudes, then social, then knowledge, and also skills. Both core competencies and basic competencies form the basis for the development of textbooks for primary and secondary education (Lubis, 2018). In improving the quality of education, core competencies and basic competencies play an important role in developing textbooks for primary and secondary education.

Core Competency (KI) is an ability that students should be able to have at each grade level in order to achieve graduate competency standards. KI is a concrete way of applying the Graduate Competency Standards (SKL) to show the qualities that students should have at each grade level or program taken, and this will be the basis for developing Basic Competencies (KD). Core Competencies will cover aspects of attitudes: spiritual and social, followed by knowledge, to skills (Frarera et al., 2022). To support the core competencies, the abilities that students should be able to achieve in each subject can be elaborated into basic competencies.

Core competencies will ask each subject what can play a role in the formation of competencies that students are expected to master. Through a learning of various basic competencies in several significant subjects, core competencies are formed. Core competencies are not only to be taught but to be formed as has been mentioned. Therefore, each subject is placed as a source of competence. Whatever has been taught in certain subjects and at certain grade levels, the final reaction is the core competencies that must be mastered in students. Each learning subject must obey the core competencies that have been made. Therefore, each subject that has been taught and informed at each grade is obliged to participate in the creation of core competencies (Suradi et al., 2022).

2. Core Competency Function

Core competencies have a role as an element that compiles and organizes the Basic Framework (KD). As a regulator, Core Competencies function as a link that regulates vertical and horizontal relationships between KD. The vertical arrangement of the Basic Competencies includes the relationship between content to content from one level or grade of education to a higher level or grade. Meanwhile, the horizontal arrangement involves the relationship between the content of the Basic Competencies (KD) of the same subject in the same week and in the same class, with the aim of mutual reinforcement in the learning process (Rachmawati, 2018).

Therefore, there needs to be consistency and uniformity in the use of Core Competencies by all relevant parties to ensure that students get the maximum benefit from the education provided. The details of Core Competencies (KI) in classes at each Madrasah Tsanawiyah (MTs) level are described in the following (Table 3):

Table 3. Core Competencies (KI) in classes at each level of Madrasah Tsanawiyah (MTs)

Core Competencies Grade VII	Core Competencies Grade VIII	Core Competencies Grade IX
Appreciate and appreciate the teachings contained in their religion.	Appreciate as well as appreciate a religious teaching that he/she adheres to and believes in. Practicing honest, then disciplined and responsible behavior that cares for others, namely: tolerate, work together, and have good manners, to have the confidence to interact with the social and natural environment in an effective way, according to the scope of association and individual existence.	Appreciate and also live in the teachings of his religion.

Internalizing and practicing and honest, disciplined, and responsible behavior, then caring which includes: tolerance, mutual cooperation, then being polite and confident in interacting with the social and natural environment around the place of residence. nature around the place of residence.	Practicing honest, then disciplined and responsible behavior that cares for others, namely: tolerate, work together, and have good manners, to have the confidence to interact in the social environment as well as nature through effective means, according to the scope of association and individual existence.	Practicing behavior that is honest and disciplined, then responsible, caring for others, namely: tolerate, also mutual cooperation, to courtesy, and have a sense of confidence to be able to interact effectively in the social and natural environment in terms of the scope of association and daily life.
Having an understanding of knowledge (facts, concepts, and how to do it) where this is based on a sense of curiosity about a science, as well as technology, then art as well as culture which is related to a phenomenon and event that can be observed carefully.	Having an understanding and ability to apply knowledge (facts, concepts, and how to do it) is based on a feeling of curiosity about a science, then technology, which is accompanied by art as well as culture, associated with a phenomenon and event that can be observed by students directly.	Having an understanding and using knowledge (facts, concepts, and skills) based on a feeling of curiosity about science and technology, along with art and culture related to phenomena and events that can be observed with the naked eye.
Experiment, process, and present knowledge in concrete form (such as using, breaking down, assembling, transforming, also to make) and in abstract form such as: writing and reading activities.	Apply, present, and think critically in the concrete (such as using, breaking down, assembling, transforming, and creating) and in the abstract (such as writing and reading).	Apply, present, and think critically in the concrete (such as using, breaking down, assembling, transforming, and making) and in the abstract (such as writing, as well as reading). writing, as well as reading).

The core competencies are assessed in 4 interrelated groups, namely, religious attitudes (1), social actions (2), science (3), implementation of science (4). All of these groups are the foundation of the basic competencies that must be developed in each lesson. Competencies related to religious and social traits are improved indirectly. Because these two are applied when students are in the process of learning about science and the application of knowledge. These core competencies use notations, including: a) Competency 1, for the core competency of spiritual attitudes, b) Competency 2, for the core competency of community attitudes, c) Competency 3, for the core competency of knowledge attitudes (insight), and d) Competency 4, for the core competency of skill attitudes (Rahman, 2022).

This will have a positive impact on their lives as responsible citizens who are able to make a positive contribution to society and the nation. Therefore, the implementation of Core Competencies needs to be seriously and consistently implemented by all related parties in the learning process. Thus, students can gain maximum benefits from the learning provided and become individuals who are ready to face future challenges with educated and qualified personalities.

As for being able to see the relationship between Graduate Competency Standards (SKL) and Core Competencies (KI), this can be seen through the description in table 4 below.

Table 4. Graduate Competency Standards (SKL) with Core Competencies (KI)

Competency domain	Core Competencies
Spiritual Attitude	Accepting and practicing a religious teaching embraced by learners.
Social attitude	Able to show a behavior that is honest accompanied by discipline, also responsible, polite, then caring and confident in himself when interacting with and with friends, teachers, and his family.

Knowledge	Able to gain an understanding of knowledge that is factual in nature by being able to make observations including: hearing and seeing, to reading, as well as asking questions based on a feeling of wanting to know something about oneself, creatures created by God, then activities carried out, and objects found in the home environment to school.
Skills	Able to present a knowledge, where it is factual with and through language that is clear and logical, in aesthetic works, moved is also reflected in the healthy state of the students' bodies, and an action is reflected through a behavior, where this is a role and practice as a child of faith and noble character, and also knowledge.

c. Basic Competency (KD)

KD is an ability that must be possessed by students in each subject and each class, all of which are derived from KI. The development of these competencies takes into account the characteristics of the learners, their initial abilities and the specific nature of the subject. The Basic Competencies for use in the 2013 curriculum are designed as follows :

1. The basic competencies of Religious Education are to become individuals who have faith and piety in God Almighty, have noble behavior, are professional, and have high work dedication. In addition, they also respect human values and life.
2. Some Core Competencies (KD) are separated by four Core Competencies (KI) whose content depends on the depth and breadth of each core competency in the learning material.
3. Integration of basic competencies and social sciences that are close in meaning to the content of religious and moral education, followed by Pancasila and citizenship, Indonesian language, understanding mathematics, and up to physical education, namely: sports accompanied by health, namely in relation to classes I, II and III. In contrast, in grades IV, V and VI the competencies of the sciences that are elements in the basic and social sciences have an independent nature and are not then connected to the subjects in grades IV, V and VI.
4. Basic competency is an ability that has specific characteristics. Where in this competency, it will be related to content or subjects, and this includes attitudes, knowledge and skills.

This will help students build holistic abilities and be ready to face future challenges. There is consistency and uniformity in the use of KI and KD in the preparation of lesson plans and their implementation. Thus, we can provide directed and effective teaching so that students can get the maximum benefit from the education provided.

Table 5. Analyze the linkages and attachments between SKL, KI, and KD subjects: Islamic Religious Education Budi Pekerti

Domain	SKL	KI	KD	Indicator
Attitude	Having actions that reflect the characteristics of a person who has faith, has high morals, is knowledgeable, confident and then responsible in the activities of effective association with the surrounding social and natural	1. Accepting then practicing, and respecting everything from the teachings of the religion embraced by the learners.	1.1 Apply the provisions of the Islamic teachings in the activity of purifying from minor and major hadats.	1.1 Teach learners to perform rituals in cleansing themselves from small and big things. 1.2 Instill the value of cleanliness as an attitude in all aspects of life.
		1. Demonstrate a behavior that has the nature of honesty, then discipline, then responsibility, as well as polite,	2.1 Having an attitude of honest behavior as an implementation of understanding the verse of the	2.1 Foster a culture of honesty in communication, shopping, and when facing exams or tests.

	environment, also in various places such as at home, then school, to the play area.	caring, accompanied by confidence in interacting with family, friends, teachers, and neighbors.	Quran Surah At-Taubah verse 119	3.1 Strengthen the appreciation of the value of honesty in speech and action.
Knowledge	Understand science followed by an understanding of technology, as well as arts and culture factually and conceptually based on curiosity culture factually and conceptually based on curiosity, and see it from a human, national, patriotism perspective, related to phenomena and events that occur in all environments.	2. Understand factual knowledge through observation and questioning based on curiosity about himself, God's creatures and their activities, and objects found around his environment.	Knowing the greatness of God, that He exists, through the activity of observing His creatures around the home and school environment.	2.1 Proving God through His creation based on observation of His creation
Skills	Having the ability to be able to think and act, a learner is productive and creative in concrete and abstract situations according to the given task.	3. Conveying factual knowledge with clear, systematic, and logical language, through aesthetically pleasing works, movements that demonstrate children's physical fitness, and actions that reflect the behavior of a child with faith and high morals.	3.1 Performing activities that are realized in the form of observing the creatures created by God, which are found around the home and school environment, as a form of effort to gain confidence in the existence of God.	Making an observation, can be in the form of an oral text accompanied by writing, which will be able to identify data, then furthermore also explain, and be able to make a report that is the result of observations about creatures created by God around the environment.

D. Conclusion

So it can be concluded, that the results of the analysis of SKL, KI, KD, GPA, materials, learning processes and assessment plans include materials about, SKL, KI, SD, K4, KD and GPA determination, the distribution of learning materials and lesson plans show that KD is quite aligned with KI. Given the importance of understanding the analysis of SKL, SK, and KD in the learning process, teachers need to be encouraged to continue to improve their understanding of SKL, KI, and KD so that the learning and assessment processes carried out by teachers are in accordance or aligned between KD and KI and the demands of SKL. While the suggestion is that teachers can use collective activities at either the education unit level or the teacher organization level (MGMP) to sharpen their ability to implement their understanding of the SKL, KI, and KD in order to plan, implement and conduct assessments in the learning process.

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